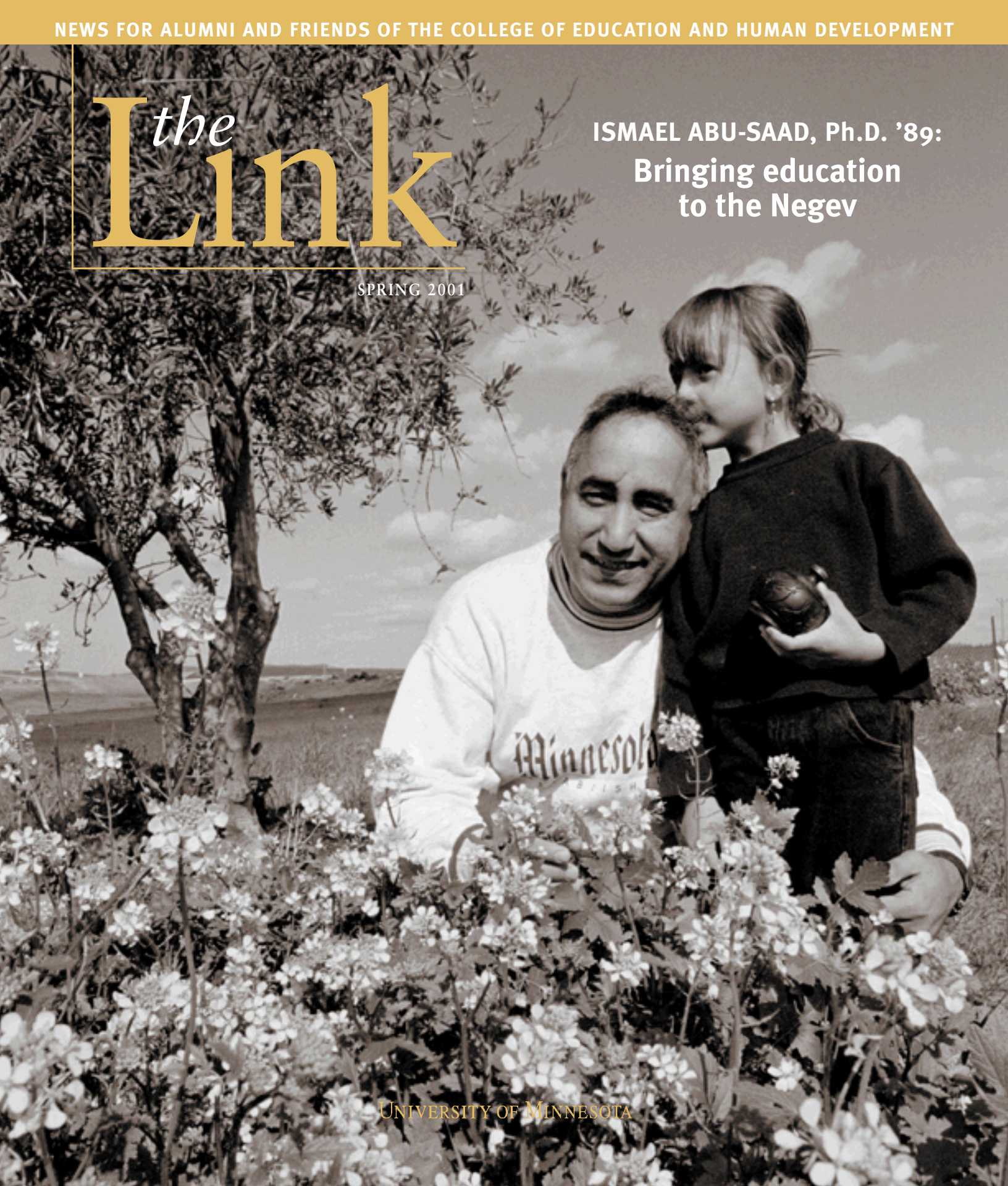


The **Link**

SPRING 2001

ISMAEL ABU-SAAD, Ph.D. '89:
Bringing education
to the Negev



the Link

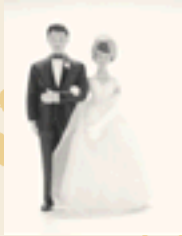
SPRING 2001



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ON THE COVER: Ismael Abu-Saad with his daughter, Yasmin, outside their house in Israel.
Photo by Jonathan Bloom

The Link

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The College of Education and Human Development is committed to recruiting, enrolling, and educating a diverse population of students who represent the overall composition of our society.

 The College of Education
& Human Development
UNIVERSITY OF MINNESOTA

from the dean syussen@umn.edu



PHOTO BY TOM FOLEY

When I considered accepting the dean's position three years ago, I was particularly excited about the college's strong international presence in education. International work had been a major part of my life at Iowa and shaped my thinking about contemporary higher education in significant ways. I helped start a center there which was active in international development projects, I had personally mentored an Indonesian teacher educator in one of those projects, and the three doctoral dissertations I had the pleasure of directing were students from Taiwan, Turkey, and China. Two of those dissertations focused on cross-national studies of student reading and school achievement.

So I felt right at home when I came to Minnesota because here in the college we have an impressive array of international activity, as you will see as you leaf through this issue of *The Link*. Every year we offer instruction and research opportunities to hundreds of students from dozens of countries around the world. They bring an essential perspective that enlivens and broadens the experience of all of our students, faculty, and staff. It is our privilege to act as their host in this country.

We also provide a temporary academic home to dozens of visiting scholars from many countries who come here to pursue research in a wide variety of fields. Like our students, they are attracted to the college because of our expertise in many areas such as human resource development, higher education administration, agricultural education, technology, early childhood development, special education, counseling, recreation and parks education, and many more.

How has our college become so well known in so many far-flung corners of the globe? In part, obviously, because our faculty and staff do groundbreaking research and publish the results of that work in a wide range of professional and academic publications. They attend conferences, seminars, and symposia in countries on every continent. They spend their leaves and sabbaticals traveling abroad, offering guest lectures, giving keynote speeches, and doing research as visiting scholars themselves. These activities create relationships between our faculty and staff and the faculty, staff, and students at institutions everywhere from Hong Kong to Kenya to Greece to Germany to Kyrgyzstan.

Another important way our college has gained its international reputation is through our alumni, both international and local. Our international graduates who return to their homes to live and work are perhaps our best "advertisement." Their generous willingness to promote their experiences here to potential students has been a true benefit to the college. And as Yvonne Redmond-Brown, our alumni society president, says in her column on page 24, our alumni travel widely, both for business and for pleasure, and they figuratively and sometimes literally wear their "maroon and gold" pride in the countries they visit. Both through their shared expertise and their friendly connections, they encourage interest in the college among the people they visit and work with.

As a result we have become an international college, with students from Australia to Vietnam, visiting scholars from almost every continent, and faculty, staff, and students who are well prepared to pursue scholarly excellence in a truly global academy.

Steve Yussen

ALUMNI PROFILE

The ripple effect

How one Ph.D. is opening education to hundreds in the Negev desert of Israel



After Ismael Abu-Saad completed a Ph.D. at the college in 1989, he returned home to find there was still no running water or electricity in his town.

Abu-Saad comes from Lakiya, a dusty, sun-scorched town that is home to 7,000 Bedouin in Israel's Negev desert. He lives there today with his wife, Kathy, and their two children.

In all, about 120,000 Bedouin dwell in the Negev, and Abu-Saad was the first of them to complete a doctorate. Today, the 42-year-old is a professor of education at Israel's Ben-Gurion University (BGU) of the Negev and founder of the university's Center for Bedouin Studies and Development. His professional and personal life is devoted to helping other Bedouin obtain a university education.

The fact that Abu-Saad has an education at all is surprising. The fact that he has gone on to become a pioneer in education is nothing short of remarkable.

He was born in a tent in the Negev desert, the oldest of 11 children. Elementary school consisted of a single classroom in an asbestos-roofed shack. "The school was a little bigger than this room," he says, pointing to his modest, book-lined office in Ben-Gurion University. "First row was first grade; second row, second grade; third row, third grade; and fourth row, fourth grade," he recalls wryly. "The teacher was also the school principal, the janitor, and the guard."

Growing up Bedouin

From fifth through ninth grade, Abu-Saad rode a donkey to the nearest school nine kilometers away. Most students abandoned their studies at that point since there was no senior high school in the region. But Abu-Saad's father, a truck driver, recognized the value of education and sent him to a boarding school in the more developed northern region of Israel.

"When I did well in my studies he would reward me with a watch or a radio or some other prize," recalls Abu-Saad. "I also saw what a difference education made in the lives of my cousins who lived in the Gaza Strip."

It wasn't long before the highly motivated youngster had completed both a B.A. and M.A. in education at Ben-Gurion University. "It was clear to me from the beginning that I would work in education," says Abu-Saad. "That's where the most work needs to be done in my community."

"Education is the answer."

The Bedouin of southern Israel have the highest rates of fertility, infant mortality, high school dropouts and unemployment, coupled with the lowest level of literacy in the country. The Bedouin are, in many respects, a third-world island in the high-tech ocean that is Israel.

The traditional nomadic life of the Bedouin came to an abrupt end with the establishment of the State of Israel in 1948. The state's efforts to settle the Bedouin in seven government-established towns in the Negev—including Lakiya—has proven to be a dismal failure. Lacking industrial areas, parks, community centers and even a library, these communities are more like dormitory towns than viable cities.

Half the Bedouin have refused to move to them, preferring to live in ramshackle huts with corrugated iron or asbestos roofs in the middle of the desert. These "unrecognized villages" receive almost no services from the government, which considers them to be illegal.

The result is that the 120,000 Negev Bedouin are caught between the nomadic life they have essentially left behind, and a future—still painfully out of reach—that would enable them to become educated, prosperous members of a modern Israeli society.

For Abu-Saad it was clear that the key to lifting the Bedouin community out of this morass lay in education.

He spent 10 years working as a teacher and principal in various Bedouin schools in the Negev but ultimately threw his hands up in dismay. "I found that it was impossible to change the educational system from the inside. You can't teach science without labs; you can't call a ball a sports facility."

Abu-Saad believed he could have more influence as a researcher and set out to obtain a doctorate in educational policy and administration. While visiting a friend in the U.S., he applied to the college's program because he felt it would offer him the right combination of applied and pure research skills.

The college also offered him a scholarship "without which I could not have managed," he says. Colleagues went out of their way to help him: they even gave him the keys to the department to enable him to use a computer on weekends—since Abu-Saad couldn't afford to buy one of his own.

He is particularly grateful to three faculty members—



Abu-Saad's village, Lakiya, in the Negev.

Vernon Hendrix, professor emeritus; former University professor Shirley Clark; and Karen Seashore, all from the Department of Educational Policy and Administration.

Working for change

Upon completing his degree, Abu-Saad returned to Israel to teach at BGU. Located in Beersheba, the capital of the Negev desert, BGU is also the natural choice for aspiring Bedouin students in the region. But when Abu-Saad began teaching, there were very few students from his community enrolled there.

In the hope of changing that, Abu-Saad established the Center for Bedouin Studies and Development. The interdisciplinary university body researches underlying causes of problems in the Bedouin community and proposes programs for remedying them, particularly in the field of education.

"I believe if you really want to help a community, education is the key for empowerment. If we improve the education system, people can find ways to fight for their own rights rather than seeking help through other agencies," says Abu-Saad.

He targeted Bedouin women as his first goal. "They are the future mothers and builders of the Bedouin community. If they're educated, their kids will be educated."

Four years ago, there were only eight Bedouin women enrolled at BGU. Many maintained that this was because Bedouin society is too traditional to encourage the education of women. "Nonsense," retorted Abu-Saad. "It's just a matter of money."

Bedouin parents, who often have 10 or more children, just couldn't afford to educate all their children, he argued, and he decided to see what would happen if the university

offered full scholarships to Bedouin women. Through the generosity of the Center's main supporter, American Jewish philanthropist Robert Arnow, such a program was launched.

The result: in four years, the number of Bedouin women enrolled at BGU has risen from eight to 120; and of these, 22 are now pursuing master's degrees. These women will go on to fill crucial positions in Bedouin communities as teachers, social workers, and school psychologists, replacing the often poorly qualified staff who now work there.

In return for the scholarships, the women are required to spend several hours a week doing community work. In addition to teaching them the value of volunteerism, the program has another spin-off. "These women provide a role model in the community," says Abu-Saad. "Other families see that Bedouin women are studying at the university and so they say, 'Why shouldn't ours?'"

"I don't do any recruiting in the Bedouin community," he notes. "The people come to us now that there is an address."

Another of the Center's programs is designed to tackle a different problem: most Bedouin students at BGU—there are a total of 350 men and women enrolled this year—study the humanities and social sciences. "But this is a high-tech country so we have to help prepare students to get into science and technology programs," Abu-Saad says.

To do that, he launched an intensive tutorial program for tenth graders in math, physics, and English. Staffed by university personnel and supported by the Arnow family, the program is designed to increase the number of Bedouin students who pass the high-school matriculation exams, and enable them to get accepted into science and engineering programs at the university.

Many of the students in the voluntary program do their homework in tents; one of them is raising her nine brothers

“A lot of people think I’m crazy for providing Bedouin kids with an education because I’m raising their expectations. They ask me, ‘What happens when these students graduate from the university and don’t find jobs?’”

possibility since Israeli Arabs in general and Bedouin in particular are, for the most part, not employed in high-level jobs in academia, government, or industry.

“There is not a single Bedouin employed in the area’s largest high-tech park. But I can’t say the reason is discrimination because until now we haven’t produced any engineers,” Abu-Saad says. “Once we do, we’re in a different position. If companies still don’t hire Bedouin, we can challenge that in the Supreme Court.”

As he tells his critics: “Without education, people don’t even know what the Supreme Court is, let alone how to use it to their advantage.”

The Center also is involved in research projects including a statistical survey of the Negev Bedouin and, more recently, a study on how to salvage the seven government-established Bedouin towns that are languishing in poverty and neglect. Unlike previous government studies, the Center based its research on interviews with community leaders and members. Some 1,800 households were surveyed.

“We approach the community as a partner rather than as some outsider who knows what’s good for them,” Abu-Saad says.

He hopes the new Israeli government will adopt some of the study’s recommendations which outline ways to improve

and sisters since her father left the family and her mother went to work.

“Most of them are deeply motivated and overcome tremendous odds to succeed,” says one teacher in the program.

“A lot of people think I’m crazy for providing Bedouin kids with an education because I’m raising their expectations,” Abu-Saad says. “They ask me, ‘What happens when these students graduate from the university and don’t find jobs?’”

That’s a distinct

the quality of life for the 60,000 residents of these towns.

Today, unlike during his childhood or even when he returned from the U.S. 12 years ago, they enjoy running water and electricity, but there is still no sewage system or public transit, no playground or library.

A personal commitment

Ironically, a man whose life is dedicated to promoting educational opportunities for young Bedouin has not been able to find an educational option for his four-year-old daughter. There aren’t any pre-schools in Lakiya. Even the compulsory kindergarten is abysmal, he says, noting that the toilets are so far away that often children don’t make it there on time.

A successful professor, Abu-Saad easily could move to a non-Bedouin town such as Beersheba, where he teaches. There he could enjoy the facilities found in most Israeli towns—a cultural center, swimming pool, and good schools instead of “living in the Stone Age” as he puts it.

So why doesn’t he?

“How could I give advice on how to improve life in the Bedouin towns if I myself am not even living there?” he says. “I would become like one of the outside authorities telling them what to do. This way I have a personal stake in improving life in the community.”

Abu-Saad admits it has not been an easy choice. He is married to an American and knows he could have a much easier life in the U.S. He recalls the time he spent at the college as the most pleasant years of his life. But he felt compelled to return to Israel to help his community.

In addition to his work on behalf of the Bedouin, Abu-Saad also directs BGU’s master’s degree program in educational policy and administration, which is attended by hundreds of current and future educators from around the country.

Abu-Saad is convinced that without the financial aid and overall support of the college and University of Minnesota, he would not be where he is today. “By investing in one person, Minnesotans ended up having an impact on 120 Bedouin women,” he says, “as well as on the entire Bedouin community of the Negev and the educational system of Israel.”

— Leora Eren Frucht

They got their Mr. and Mrs. degrees at the U



*R*omance doesn't always blossom on campus (although the air this time of year seems to encourage giddy thoughts of love) but it happens often enough that we invited our alumni to send in reminiscences of love discovered while pursuing degrees at the U.

Responses have come from New Jersey to California, and from several generations. Each is heart-felt and full of fond memories about not just spouses but about the setting in which love found them—the University of Minnesota.

While some are rather brief, others were longer, and it was hard to edit these beautiful tributes to romance and lasting relationships. We apologize to these lovers that space did not always allow for printing everything they may have written. We were truly inspired and believe the stories printed here also will inspire many others.



Marlys Tupper Rice (B.S., '72, art education) and Philip Rice (B.A., '72, liberal arts)

Philip and I met in 1969 at a Williamson's Weekend planning committee meeting. When we first spoke, he told me about taking notes on clichés his professors used during lectures. At the same time he was speaking, he made motions like he was hitting the cymbals in time to

the Paul Whiteman music playing in the background. He also told me he was president of Dictionary Club, a super-pseudo-intellectual group on campus.

We didn't see each other again until our senior year, 1972. That spring there was tear gas on campus and heightened anxieties. In spite of it all, he brought me a bag of oranges, and I made a pan of cornbread for him. Our romance blossomed and we got married in December 1972. It has now been 28 happy years. We moved to Santa Cruz, Calif., in September 1999 where I am a volunteer at the Long Marine Lab and Philip is a database administrator for the University of California-Santa Cruz.



Nancy Miller Lindahl (B.S., '68, education) and John Lindahl (B.S., '68, business)

In the fall of 1966 I held a job in the bookstore on the St. Paul campus that meant waking up early to open the store before heading back to the main campus for my

morning classes. One day, after that early start plus a full day of classes and my afternoon shift at the bookstore, I finally arrived back at the sorority. It had been a long day and I decided to take my dinner upstairs to my room rather than attend the fraternity exchange that evening.

Our sorority president came upstairs and addressed the two or three of us eating in our rooms. She said we would be “campused” that weekend if we didn’t come downstairs to mingle. I had very little enthusiasm for going to the exchange, especially with this fraternity, having dated a few of the brothers in the past.

But I went downstairs and was standing behind John in the dessert line. He graciously offered me a dessert that I declined, noting that a summer of camp counseling had added some unwanted pounds. After some well-deserved teasing from John and some incredible conversation over coffee, I realized I was quite smitten.

I guess he must have felt the same way because a few weeks later we had our first formal date—dinner at the restaurant Camelot. It was a wonderful restaurant, a wonderful dinner, a wonderful time for both of us. I always thought the Camelot was a perfect place for us to begin since the Kennedy years of the 1960s were often referred to as the Age of Camelot.

That date led to a relationship that continued for 18 months until our marriage on the Friday after I graduated from the University in June 1968. Maybe we’ve been living in Camelot ever since.

Ruth Stone Stewart (B.S., '43, physical education) and Jerry Stewart (B.S., M.A., '54, physical education)

It was fall quarter 1942 of our senior year. Jerry and I had never been in the same class at the same time, but finally, in a methods class



our paths did cross. For various reasons we didn’t really date until New Year’s Eve. It wasn’t very long before we found ourselves to be pretty much “off in a world of our own” and we felt the “magic.”

Jerry had enlisted in the Air Corps and was told to report on Feb. 18, 1943, so he hadn’t enrolled for winter quarter classes. I was still in school so for that brief month and a half we were together whenever possible—usually on campus and most often at the student union. The building was only a couple of years old then with a few relatively isolated nooks where we could relax and just be together. After basketball games, we’d head for the old Stadium Café on Oak and Washington, play some of the big band music so popular at that time (a couple of those recordings became “our songs,” of course), and just savor the time we had together.

Before he left, Jerry presented me with his “M” ring (he’d lettered in baseball). I was able to graduate early in March (those of us with enough honor points and credits were encouraged to petition out of our remaining classes to help fill the teacher shortages of wartime). Jerry was commissioned in the spring of 1944, trained for several months, and after another short leave during which we were married, he went to Rapid City Air Force Base in preparation for going to the war in Europe. My superintendent in Fairmont, Minn., (a patriot and a romantic at heart) granted me a one-month leave and I joined Jerry in Rapid City. Just as they were ready to go overseas the war in Europe ended, and Jerry awaited assignment in the Pacific. I resigned my teaching job and was with Jerry when the war with Japan ended that summer.

We returned to Minneapolis and I got a job teaching in the Minneapolis schools while Jerry returned to school on the G.I. Bill. After Jerry graduated he was hired immediately by the Minneapolis schools. Any leisure time was filled with simple pleasures—being together with friends, card games,

picnics, an occasional movie—whatever! We were all so relieved and happy to know that there was a future.

Our marriage, strong as it was, became even stronger as we struggled together to cope with the devastation of losing our first child, a daughter, as a one-day-old infant.

We went on to have three more children. All three of our children attended the U. We've been so proud of them all!

The years brought many joys, challenges, and sorrow. In the 1980s Jerry, due to some circulatory problems, became severely disabled. In 1984 our son, John, was killed in a construction accident at the age of 34. It was a tragic time for all of us. By January of 1994 Jerry knew he would not be with us much longer. But he was determined to live up to and beyond our 50th wedding anniversary and he did. He died on Ash Wednesday of that year. Our marriage, though always strong, had become in those last years even stronger. There was an interdependency that was truly a gift!

After Jerry's funeral as people were leaving to go to the reception (a celebration of his life, really), the exit music played on trumpet was Jerry's beloved "Minnesota Rouser." Everyone left smiling!



Mona Willie Dougherty (A.A., '72, occupational therapy; B.S., '79, speech and hearing science; B.S., '80 elementary education) and Tom Dougherty (B.S., '70, accounting)

Tom began at the U in the Institute of Technology but took an accounting class as an elective in the Carlson School his

junior year and decided to major in accounting. He began working as an accountant for Dairy Queen to finance his tuition. One of the DQs he worked in was in Blaine.

I was a junior in high school when one of my friends decided to get a job. She asked me to come along with her and fill out applications. One of the places we applied was at Dairy Queen—in Blaine.

In 1968 our paths crossed. One of Tom's responsibilities was to assure the DQ was closed properly each night. If the regular staff didn't do the work, Tom had to do it. I realized if I put off mopping the floor Tom would have to do it before leaving—a perfect way to meet a college man!

We had been working together for a while when I won tickets on KDWB Radio for the movie, *Easy Rider*. I asked Tom to be my date. I was impressed with his gold Camero.

From that day on, we spent every afternoon together. Tom would pick me up before his classes at the U. He was a teaching assistant so I would go along and sit in the back of his classroom while he taught. I didn't really like accounting but found the teacher quite intriguing.

Our favorite hangout on campus was a place we spent many romantic evenings and weekends—in Tom's office. He would grade papers and I would do my high school homework.

Tom received his undergraduate degree and planned to continue toward a master's. Ernst & Ernst (now Ernst & Young) was on campus interviewing students and offered Tom a job. He is now a partner with the firm. We married and I started classes a year later at the University. Our family, now with three children in elementary school, returns to the same Dairy Queen in Blaine each year to celebrate our anniversary—this year will be our 30th.

Dorothy Berline Kish (B.S., '37, education) and Calman Kish (B.S., '37, chemical engineering)



Although we had a few casual contacts during classes, Dorothy and I did not get to know

one another until the holiday party given by Edison High School in Minneapolis at the end of 1932. She had a year of high school left before graduation and I was about to start my last semester. We danced several times and she invited me to her house for cake and ice cream on Jan. 1, 1933.

It was not love at first sight for we had met before, but respect, admiration, and love evolved as we shared many experiences during that last high school semester and during our four years attending the U.

We cherish fond memories of picnic lunches in the spring on the grassy, wooded knoll between the Education and Law buildings (the area now between Burton and Elliott halls), walking across the Mississippi River bridge to downtown Minneapolis to attend movies on Saturday

afternoons, and struggling through snow and sleet to classes on stormy winter days.

After graduating in June 1937 Dorothy was fortunate and talented enough to get a job teaching at John Burroughs School in Minneapolis. As a graduate chemical engineer I was unable to find suitable work in Minnesota during that difficult Depression year and I had to immigrate to New Jersey where there were more chemical employment opportunities. Before I departed, we decided that after one year of teaching, Dorothy would follow me East and we would be married. On June 20, 1938 we were married in a simple ceremony in Irvington, N.J. Surrounded by our two daughters, five granddaughters, their spouses, and six great-grandchildren, we celebrated our 62nd wedding anniversary in June 2000.



Ruth Askegaard Berg (B.S., '41, home economics education) and Norman Berg (B.S., '41, agriculture education)

I met my wife at a dance at the College of Agriculture, Forestry, and Home Economics in April

1938. Ruth Askegaard was a home economics major. I was an agricultural education major. At that time we were both sophomores, eventually graduating together in June 1941, Ruth with honors.

She was from a farm family in Clay County, Minn., and I was from a farm family in Pine County, Minn. It was love at first sight for me. Ruth had other boyfriends at the time and we went our separate ways during the summer. When returning for the fall quarter in 1938, I was determined to become her most persistent suitor. By 1940 we were recognized by fellow students as a couple serious about staying together. We met each other's families prior to our senior year. Ruth agreed to be my wife in the fall of 1940 while visiting the Minnesota State Fair.

On Nov. 20, 1941 (an early Thanksgiving Day designated by President Franklin D. Roosevelt), we became husband and wife in a Lutheran church in Farmington,

Minn. After graduation, Ruth's first job was with the Farm Security Administration in Crookston. I was a high school agricultural education instructor in Floodwood. We tried to see each other every weekend, although that required driving across northern Minnesota regardless of weather conditions. We were deeply in love from our days as University students and my love for Ruth was forever.

Our early years also included my duty in the U.S. Marine Corps during World War II. After the war I became a career conservationist with the U.S. Soil Conservation Service with fieldwork in Idaho and South Dakota. In 1956 I obtained a master's degree in public administration from Harvard University and in 1960 we were transferred to the U.S. Department of Agriculture's headquarters where I eventually served as chief of the agency.

During my career Ruth was my most supportive and respected partner. She had both the brains and the beauty in our marriage of 58 years. Her pride and joy were our four daughters, five grandsons, and five granddaughters. Ruth died in 1999 just a few months prior to her 80th birthday. My love for my spouse has been constant since meeting her in 1938. Together we faced many challenges as part of the "Greatest Generation." I do miss her each and every day. She would have been thrilled to be there on Nov. 5, 2000, when the University conferred on me an honorary doctorate. As with any other awards received for my work over the years, this one also honored that very generous person I met on the "farm campus" in 1938. My great fortune was when she changed her name from Askegaard to Berg.



Finding an academic home away from home



From left to right, Anne Gichuri, Anne-Marie Kuiper, YunJung Kang, and Jung Heon Kim.

What brings six bright students from all over the globe—the Netherlands, Kenya, Korea, Taiwan, Russia—to snowy Minnesota? Not the promise of thumb-size mosquitoes or the winter carnival. Rather, each student found a connection with one of the college’s six different academic departments.

Although the students share a passion for education, they approach the same setting through entirely different perspectives. Some come from large families, some from small; some talk to their parents twice a week, others speak with their families every few months. The movie *Grumpy Old Men* was the only image some students had of Minnesota before leaving home, whereas other students had journeyed to the state before.

A student from the Netherlands considers this country more fast-paced and goal-oriented than her home country, where she had a lot more free time. In the U.S., she says, “My life revolves around whatever is in my daily planner.” However, a student from Taiwan witnesses the opposite, describing how everyone is always in a hurry in Taiwan. She thinks that Americans enjoy life more because although people work hard, they also spend time on entertainment. She knows that when she returns to Taiwan, her teaching load will become even heavier as a “fresh Ph.D.” And a student from Kenya points out that when you work for something in the U.S. you expect to see returns right away, whereas in Kenya people often work hard with no immediate returns.

But like students everywhere, these six international students struggle to find the balance that allows enough time for classes, research, work, and relaxation.

Shiow-lan Doong
Curriculum and Instruction
Taipei City, Taiwan

Shiow-lan Doong is using her three-year sabbatical from National Taiwan Normal University to work on a Ph.D. in social studies education. After earning both a B.A. and an M.A. in education from National Taiwan Normal University, Doong started teaching there. When she heard about the University of Minnesota from a friend, she decided it was the only school she wanted to attend. At the moment she is the mother in a family of students; her husband also is a student in the college, and her daughter, Alice Lin, is in second grade at Brimhall Elementary School in Roseville.

Doong's lifelong goal is to affect change in her country. "When I see something unjust, I feel so sad. I must do something to change it," she says. "I'm not a radical person, not revolutionary. But I believe in education. Via education, I believe we can really do something good for people and society."

Her dissertation, "Reconstructing political education in Taiwan: A study on perspectives of teacher educators and senior high school teachers of civic/citizenship education," addresses her belief that schools and textbook-makers—not the government—should shape the curriculum for Taiwan's schools. "I find it very important for community and society to have some agreement about what should be taught in school," Doong says.

She remembers having seven quizzes a day when she was in junior high school. "I was so unhappy," she recalls. "We should leave more room for our students to do what they want. Improve creativity and imagination. That is something I will work hard to change so that my daughter can have that learning style."



Anne Gichuri
Educational Policy and
Administration
Rift Valley/Central Province,
Kenya

"It's like taking on the world," explains Ph.D. candidate Anne Gichuri when describing her dissertation, which examines the role of international development policy formulation on education policy and practices in sub-saharan Africa. In her research, Gichuri attempts to analyze the transfer of international policy and its effects on domestic development in Kenya.

Gichuri hopes that her dissertation will inform policy makers in Kenya and serve as a resource for international policy developers. She explains that the general public in Kenya often has no idea how development policy is formulated, and hopes her work will facilitate citizen input with international and domestic policy makers.

While Gichuri was working on a master's degree in Kenya, she studied with then-Fulbright professor Michael Paige (EdPA), who encouraged her to apply to the college. It has turned out to be a great fit although Gichuri exclaims, "He didn't tell me about Minnesota winters!" In her position as program associate for the University's International Student and Scholar Services, Gichuri uses her own experience adapting to a new culture to advise international students and prepare and mentor Global Campus students for study abroad through the Minnesota Studies in International Development program.

Gichuri's immediate goal is to "productively continue refining my skills in ways that will help promote sustainable growth in Kenya." She sees education as a vehicle for positive change—a belief instilled by her mother, a former schoolteacher. "I see education as the only way out of self-destruction, individually, internationally, and socially," says Gichuri. "I think that if you don't understand something, you cannot change it."

YunJung Kang
Educational Psychology
Cheju Island, South Korea



YunJung Kang, a post-doctoral researcher in moral psychology, wastes no time when asked what she considers the purpose of education. “To improve and develop everything,” says Kang. “I want to teach a world perspective, contribute to my country, and then the world.” Her long-term goal is to design educational programs to help students adapt to their situation because she believes “a person should be physically, emotionally, and mentally sound.”

While studying at Seoul National University, Kang learned from her adviser, a University graduate, that the college is a mecca for the study of moral psychology in the U.S. After earning a bachelor’s degree in psychology, a master’s in educational psychology, and finishing a certificate in the Seoul National University Ph.D. program, Kang journeyed to the college to pursue research opportunities in moral psychology.

For her dissertation, “Dropout in High School,” Kang examines why people drop out and what can be done about it. She hopes to use the knowledge gained from her research here to “contribute to improving my country’s climate.” When she is not studying, Kang works in the college’s Office of Educational Accountability, plays tennis, and teaches a Catholic Sunday school class for fifth graders.

Although Kang hopes to one day return to Korea to teach and research, she plans to stay in the U.S. for at least one or two years as a research associate. Will she stay in Minnesota? Perhaps. She’ll go wherever the research calls but Minnesota is definitely a possibility because she likes the clean air and, Kang reflects, “I like the sky in the summertime.”



Maria Kroupina
Institute of Child Development
Moscow, Russia

“Russia is changing rapidly. The country I left is completely different than the country I will go back to,” says Ph.D. student Maria Kroupina about the possibility of returning to Russia with her son, Ivan, a second-grader who has only known the Minnesota school system.

When the Institute of Child Development (ICD) invited Kroupina’s husband, a clinical psychologist, to finish a Ph.D. in a family social science program, Kroupina also applied to ICD. She was pregnant when accepted so she deferred for a year to raise her son. “It is interesting to be here and learn about the school system,” Kroupina says. “I don’t know how I will adjust [to moving back to Russia] because it will be a new country for me.”

Kroupina earned an M.A. in a five-year clinical psychology program in Moscow. Although she considers it a strong program, it emphasizes history and not recent research, which is primarily done in the U.S. Child development studies here pay more attention to intervention and assessment in the early ages. Given all the child development resources available in the U.S., Kroupina hopes to learn more about the field.

Her dissertation examines the development of children who are adopted by looking at their cognitive skills, ability to regulate behavior and emotions, and the effect of early social nutritional deprivation on their cognitive ability.

Although she would like to move back to Russia, Kroupina wants more clinical experience and would be happy to stay in Minnesota for that. She considers Minneapolis a quiet city with nice people and great activities for children, and a climate similar to Russia’s. “I’m comfortable with winter,” Kroupina says.

Jung Heon Kim
Kinesiology and Leisure Studies
Kyung-ju, South Korea



Integrity, perseverance, courtesy, indomitable spirit, self-control—these are the five tenets of the Korean martial art tae kwon do. Jung Heon Kim, fifth degree blackbelt and Ph.D. student, believes society has become too money/winning-oriented and is rapidly losing humility. “The purpose of sport is not winning, it is wellness for the human being,” says Kim, who strives to apply the five tenets of tae kwon do to his schoolwork, family life, and future business endeavors.

Tae kwon do first brought Kim to the U.S. in 1993 as part of a touring group. He returned as an instructor in 1994, earned a master’s degree in sports administration at Minnesota State University-Mankato, and started a Ph.D. in sports management after learning that the University was one of fewer than 15 universities to offer such a program. He plans to write his dissertation on sport marketing and finance before completing the program in 2004.

In addition to rigorous studies and class field trips to the Target Center in downtown Minneapolis, Kim currently teaches five physical education classes in the college, including golf, conditioning, and tae kwon do. He believes in the educational and motivational powers of sport, and views each game as a small life: “When the game starts, the baby is born.” He also treasures sportsmanship and the maxim “You have to respect your opponent and follow the rules.”

Recently married, Kim plans to stay in the U.S. after graduation to set up an international sports management business and raise a family. Travel will be part of his business but Kim confesses he’ll probably always miss authentic Korean food.



Anne-Marie Kuiper
Work, Community, and Family
Education
Amsterdam, The Netherlands

Anne-Marie Kuiper is nearing graduation. Her Myers-Briggs says she is an INTP—Introverted Intuitive Thinking Perceiving.

Her Strong Interest Inventory says she is entrepreneurial, artistic, and social, leaning toward a career as an advertising executive or social worker. Anne-Marie says, “I don’t know yet!”

But in her search for a post-graduate direction, Kuiper knows that helping people is central to whatever she’ll do in life. She hopes to incorporate her educational research in human resource development and African-American urban poverty into a career in the non-profit sector.

Kuiper first traveled to Minnesota as an exchange student from the University of Amsterdam in 1998–99, taking classes in human resource development (HRD). After returning to the Netherlands and earning an M.A. in American Studies, Kuiper wanted to continue with an M.Ed. in HRD.

Part of her studies in international human resource development focuses on preparing expatriots to move overseas. Kuiper’s interest in expatriots is rooted in her own travels. Her father worked for an international company so they moved around quite a bit. She lived in Holland until she was six, and throughout Asia—Singapore, Hong Kong, Thailand—until she left for college in Amsterdam at 21.

“I truly believe in lifelong learning,” Kuiper says in support of WCFE’s philosophy. “I think every individual has a social responsibility. The question is not just can I help myself individually, but will society as a whole benefit?”

Whatever career she chooses and country she next winds up in, Kuiper says she will make a strong commitment to “keep on learning, experiencing, and doing new things.”

— Rebecca Noran

Reaching out ar

AUSTRALIA

Katrina Peddell, music education M.A.
Katherine Pinch, recreation and parks Ph.D.

BAHAMAS

Denise Minnis, youth development leadership M.Ed.
Neketa Sears, kinesiology B.S.

BARBADOS

Natalie Smith, prelicensure kinesiology B.S.

BELARUS

Liudmila Mikhailova, educational policy and administration Ph.D.
Svetlana Plashchynskaya, educational policy and administration M.A., Ph.D.

BELGIUM

Ann Ooms, educational psychology M.A.
Anne-Laure Rousseau, curriculum and instruction M.Ed.

BOLIVIA

Jose Garcia-Pabon, work, community, and family education Ph.D.

BRAZIL

Virginia Pimentel, human resource development M.Ed.
Cristina Salgado, education Ph.D.

CANADA

Kimberley Avery, applied kinesiology in sport management M.Ed.
Nicole Chimko, kinesiology B.S.
Jennifer Delisi, music education M.A.
Zachary Faulds, prelicensure kinesiology B.S.
Randy Harney, kinesiology M.A., Ph.D.
Whitney Hill, special education M.Ed.
Erin Holland, kinesiology B.S.
Yihua Mu, business and industry education M.Ed.
Sandra Wiebe, child psychology Ph.D.

CHILE

Paulina Cuevas, educational psychology in counseling M.A.

CHINA

Qimei Chen, educational psychology
Menghui Chen, psychology Ph.D.
Fang Du, educational policy and administration Ph.D.

Xia Ji, education Ph.D.
Yuan-Chi Lai, education Ph.D.
Zhanying Li, educational policy and administration Ph.D.
Jun Rong, educational policy and administration Ph.D.
Jennifer Wu, educational policy and administration Ph.D.
Siqin Yang, educational policy and administration Ph.D.
Xu Zhang, education Ph.D.
Shengyan Zhang, education Ph.D.
Wei Zheng, educational policy and administration M.A.
Gulan Zhong, educational psychology in counseling M.A.
Ma Zhu, educational psychology in counseling M.A., Ph.D.

CYPRUS

Panayiota Kendeou, educational psychology M.A.

CZECH REPUBLIC

Renata Ticha, special education M.Ed.

DOMINICAN REPUBLIC

Otto Garcia-Gonell, education M.A., Ph.D.

FINLAND

Tiia Korppi, education M.A.

FRANCE

Laurent Cammarata, education Ph.D.

GERMANY

Karen Pauly, education M.A.
Gabriele Schmiegel, educational policy and administration Ph.D.

GHANA

Grace Akukwe, educational policy and administration Ph.D.
Palmel Crabbe, education M.A.

GREECE

Chrisoula Nitsiou, educational psychology in special education M.A., Ph.D.

HONG KONG

Esme Luk, kinesiology B.S.

HUNGARY

Agnes Kiss, educational psychology M.A.

ICELAND

Thorunn Bjarnadottir, educational policy and administration M.A., Ph.D.

INDIA

Minu Ipe, work, community, and family education Ph.D.
Manasi Kolpe, kinesiology M.A.
Mahalakshmi Mani, human resource development M.Ed.

Of the approximately 3,600 graduate and undergraduate students currently in college programs, a little more than five percent — 196 students — are from countries other than the U.S.

From Australia to Vietnam, students have converged on this campus to study education, human resource development, educational policy and administration, counseling, special education, teacher leadership, child development, kinesiology, recreation and parks — partaking of almost every program offered in the college and, for the most part, sharing their education and expertise with their home countries.

Their presence here testifies not only to the college's global reputation but to its potential impact on hundreds of thousands of people we will never meet. For the individual stories of six of these students, please turn to page 12.

(This listing is based on student records that may be inaccurate, out of date, or incomplete. We apologize for any errors inadvertently repeated here from that data.)

Daisy Mathews, work, community, and family education Ed.D.
Hina Rekhi, curriculum and instruction M.Ed.
Sharanya Udipti, educational psychology in counseling Ph.D.

ISLAMIC REPUBLIC OF IRAN

Saba Ghazi-Moghadam, educational psychology in counseling M.A., Ph.D.
Batool Zahedi, curriculum and instruction M.Ed.

ISRAEL

Hasan Abu-Saad, educational psychology M.A., Ph.D.
Ronit Ron-Yerushalmi, curriculum and instruction M.Ed.

ITALY

Sara Braga, kinesiology M.A.
Elisabetta Carrel, teacher leadership M.Ed.

JAMAICA

Beverly Brown, work, community, and family education Ed.D.
Walter Phillips, work, community, and family education Ph.D.

JAPAN

Naoko Ebata, educational psychology in counseling M.A.
Miki Fujisawa, educational policy and administration M.A.
Tatsuya Hirai, educational psychology in counseling Ph.D.
Tomoko Ichinose, music education M.A.

Yumiko Inomata, educational policy and administration M.A.
Shigeto Kabashima, non-degree seeking student
Kentaro Kato, educational psychology Ph.D.
Masayuki Kato, educational policy and administration M.A., work, community, and family education Ed.D., Ph.D.
Maki Kawase, work, community, and family education Ph.D.
Takako Kusanagi, educational policy and administration M.A.
Yukiko Maeda, educational psychology in special education M.A.

Mina Miyazaki, recreation, parks, and leisure studies M.Ed.
Chiharu Morita, youth development leadership M.Ed.
Sachiko Nishiuchi, educational policy and administration M.A.
Wakako Sogo, educational psychology in counseling M.A.
Akiko Tanaka, child psychology M.A., Ph.D.
Hanae Tsukada, educational policy and administration M.A.

Megumi Yamasaki, educational administration M.A., educational policy and administration Ph.D.

KAZAKHSTAN

Tursynbek Nurmagambetov, educational policy and administration M.A.

KENYA

Anne Gichuri, educational policy and administration M.A., Ph.D.
Dominic Kamau, work, community, and family education Ph.D.
John Muiru, work, community, and family education Ph.D.
Joan Othieno, vocational education Ph.D.

KUWAIT

Mubarak Redha, kinesiology Ph.D.

KYRGYZSTAN

Aydina Muratalieva, human resource development, M.Ed.

LESOTHO

Puseletso Maake, work, community, and family education M.A.

MAURITANIA

Abou Konte, curriculum and instruction M.Ed.

MONGOLIA

Khishigbuyan Dayan-Ochir, educational policy and administration M.A.

round the world

Tsolmon Gundenbal, educational policy and administration M.A.

MYANMAR

S. Mun, human resource development M.Ed.

NETHERLANDS

Selma De Ridder, kinesiology Ph.D.

Anne-Marie Kuiper, human resource development M.Ed.

NETHERLANDS ANTILLES

Kshanika Anthony, work, community, and family education M.A., Ph.D.

NIGERIA

Ojo Babalola, educational psychology in special education M.A., psychological foundations Ph.D.

Elo Oju, educational administration M.A., educational policy and administration Ph.D.

PAKISTAN

Nadir Budhwani, work, community, and family education Ph.D.

PAPUA NEW GUINEA

William Tagis, educational policy and administration Ph.D.

PERU

Oscar Aliaga, work, community, and family education Ph.D.

PORTUGAL

Laikun Tang, human resource development B.S.

REPUBLIC OF KOREA

Jeawon Ahn, educational policy and administration Ph.D.

Seong-O Bae, work, community, and family education M.A., Ph.D.

Yoo-Jin Choi, work, community, and family education M.A., Ph.D.

Jiyoung Choi, educational psychology Ph.D.

Eun-Chung Chung, work, community, and family education Ph.D.

Soo Ha, work, community, and family education Ph.D.

Jiwon Han, music therapy M.Ed.
Saahoon Hong, educational psychology in special education Ph.D.

Eunmi Hwang, education M.A.
Ji Jang, educational policy and administration M.A.

YunJung Kang, educational psychology Ph.D.
Chunggon Kim, kinesiology Ph.D.

Heehyun Kim, business and marketing education M.A., education M.A., Ph.D.

Jung Heon Kim, kinesiology Ph.D.

Ockjean Kim, educational psychology in special education Ph.D.

Soon-jae Kim, curriculum and instruction M.Ed.

Sungsoo Kim, work, community, and family education M.A.

Haesook Koo, curriculum and instruction M.Ed.

Pil Lee, work, community, and family education Ph.D.

Youn-Woo Lee, educational psychology in special education M.A.

Bu-Hyun Nam, work, community, and family education Ph.D.

Hunseok Oh, work, community, and family education Ph.D.

Sohee Park, educational psychology in counseling M.A.

Jung Ryu, educational psychology in counseling M.A.

Kyounghee Seo, educational psychology in special education M.A., Ph.D.

Young Seok Seo, educational psychology in counseling M.A., Ph.D.

Eunsook Shim, education Ph.D.
Dong-Ki Shin, English education M.Ed.

Sang-Hee Shin, work, community, and family education Ph.D.

Yongkun Suh, recreation and parks education Ph.D.

RUSSIAN FEDERATION

Marina Larkina, early childhood education M.Ed.
post-baccalaureate

Boris Volkov, educational policy and administration M.A., Ph.D.

Yelena, Yan, educational policy and administration M.A., educational psychology Ph.D.

SAUDI ARABIA

Mohammed Al Dughaisem, work, community, and family education Ph.D.

Mosaid Al-Allayani, kinesiology Ph.D.

SENEGAL

Awa Ndiaye, educational policy and administration M.A.

SINGAPORE

Christopher Cheng, educational psychology in counseling M.A.

Leepeng Tan, music education M.A.

Belinda Wee, work, community, and family education Ph.D.

SOUTH AFRICA

Leon Rodrigues, work, community, and family education Ed.D.

Sophie Rodrigues, teacher leadership M.Ed.

SPAIN

Aitor Coca, kinesiology M.A.
Helena Knorr, adult education M.Ed.

Meritxell Mondejar Pont, educational policy and administration M.A.

Maria Rodriguez, educational policy and administration M.A.

SWEDEN

Ingela Eilert, elementary education M.Ed.

Madelene Nilsson, human resource development M.Ed.

TAIWAN

Shuping Chen, kinesiology Ph.D.

Yi-Ching Chen, educational psychology in special education Ph.D.

Shih-Yu Cheng, work, community, and family education Ph.D.

Shu-Fen Cheng, educational psychology in special education Ph.D.

Tien-Chen Chien, work, community, and family education Ph.D.

Chemin Chu, work, community, and family education M.A., Ph.D.

Shiow-Lan Doong, education Ph.D.

Zuway-R Hong, education psychology in special education M.A., psychological foundations Ph.D.

Hsiapo Kuo, education Ph.D.
Luyi Lien, work, community, and family education Ph.D.

Chun Lin, recreation and parks education Ph.D.

Shih-Hsun Lin, educational psychology in counseling Ph.D.

Shyang-Yuh Lin, curriculum and instruction M.Ed.

Yu-Chen Liu, applied kinesiology M.Ed.

Yung Sung, educational psychology M.A., Ph.D.

Yi-Chen Wu, educational psychology Ph.D.

Yu-Sheng Yang, kinesiology Ph.D.

THAILAND

Duchduen Bhanthumnavin, vocational education M.A., work, community, and family education Ph.D.

Petcharatana Bhuanantanondh, kinesiology M.A.

Alongkot Emasithi, kinesiology Ph.D.

Panitta Footrakoon, human resource development M.Ed.

Pimpimon Kongpichayanond, work, community, and family education Ph.D.

Mullika Naowaruttanavanit, work, community, and family education Ph.D.

Duangduen Saetang, work, community, and family education Ph.D.

Kobkul Sukka, early childhood education M.Ed.

Siriporn Yamnill, work, community, and family education Ph.D.

TUNISIA

Sondes Douzi, educational policy and administration M.A.

Sonia Elhaj, educational policy and administration M.A.

Imed Labidi, educational policy and administration M.A.

TURKEY

Mesut Akdere, work, community, and family education Ph.D.

UGANDA

Khalid Lubega, adult education M.Ed.

UKRAINE

Vitaly Shian, educational policy and administration M.A.

Oksana Tsypnyak, educational policy and administration M.A.

UNITED REPUBLIC OF TANZANIA

Annamarie Kiaga, environmental education M.Ed.

UZBEKISTAN

Arsen Babayev, educational policy and administration M.A.

VENEZUELA

Estebaldo Martinez, educational psychology in counseling M.A.

Elena Padron, child psychology Ph.D.

Otto Sanchez, kinesiology Ph.D.

VIET NAM

Nga Tran, work, community, and family education M.A.

The following international students from the college are listed in our database without a home country so couldn't be listed in the appropriate places in the above list:

Laura Baeza, non-degree seeking student

Genevieve Cloutier, ESL and French M.Ed.

Nam-Hee Kim, work, community, and family education Ph.D.

Evangeline Nderu, educational policy and administration Ph.D.

Daniela Ruggiero, human resource development and curriculum and instruction M.Ed.

Twegathetwa Tshoombe, education Ph.D.

Maria Van Dijk, human resource development M.Ed.

Ha-Young Woo, work, community, and family education Ph.D.

Visiting international scholars for the 2000-2001 academic year

Every year dozens of scholars from around the world come to the college to pursue research and work with colleagues on our faculty. This list represents the visiting scholars working here during the current 2000-2001 academic year.

CURRICULUM AND INSTRUCTION

Tien-Fu Liao, here for six months with a post-doctoral study fellowship through the National Science Council of Taiwan, working with John Cogan
Mei-Hui Liu, here for six months with a post-doctoral study fellowship through the National Science Council of Taiwan, working with John Cogan

EDUCATIONAL POLICY & ADMINISTRATION

Guldana Alybaeva, Kyrgyzstan, here from September 2000 to January 2001 on a Fulbright, working with Karen Seashore

Vyacheslav Bobrovich, Belarus, here for four months beginning in February, through International Residencies and Exchanges Board (IREX), working with John Cogan

Larisa Cherepanova, Belarus, here in August 2000 through the Envila Institute for Women, Minsk, working with Josef Mestenhauer

Yun-Jin Choi, South Korea, here for one year beginning in August through Chung-Aug University, Seoul, working with Byron Schneider

Alexander Demyanchuk, Ukraine, here for four months beginning in February on a Fulbright, working with Michael Paige

Lola Gafurova, Uzbekistan, here for eight months beginning September 2000 on a Fulbright, working with Darwin Hendel

Kamil Guven, Turkey, here for one year beginning in September 2000 through the Turkish Academy of Sciences, working with Karen Seashore

Myrza Karimov, Kyrgyzstan, here for four months from September 2000 to January 2001, through Arabaev Kyrgyz State Pedagogical University,

working with John Cogan, Darrell

INTERNATIONAL RESEARCH: Expanding knowledge around the world

Faculty and research staff in the college work extensively in other countries, often with individual colleagues at other institutions of higher education, but also with government education agencies, K-12 school officials, and private organizations.

As the following summary shows, members of the college community from every department are involved in international research and consulting, covering a wide range of topics and working in dozens of countries.

Kenneth Bartlett (WCFE) Training and employee loyalty among health care professionals in the U.S. and New Zealand; workforce education in small- and medium-sized enterprises in Minnesota and the Netherlands; differences in training and development offered to entry-level employees in multinational organizations and large locally-owned firms in Thailand, Taiwan, Singapore, and South Korea

David Chapman (EdPA) Research and consulting in international educational development in more than 35 countries, most recently Oman, Ghana, Laos, and Pakistan

John Cogan (C&I/EdPA) Civic education project involving the college, the College of Natural Resources, and the Hong Kong Institute of Education; Schooling for Tomorrow project involving all Organization for Economic Cooperation and Development member nations in developing schooling scenarios for the future; nine-nation study of social science education majors regarding their views on significant global trends and citizen characteristics necessary to manage/cope with those trends

Mark Davison (EPsy) Working as

Fulbright sponsor to Yong-lin Moon of Korea who is doing a comparative study of educational reform in the U.S. and Korea

Sara Dexter (CAREI), **Ronald Anderson** (CLA) and **Bobby Jeanpierre** (CAREI) Exemplary Technology-Supported-Schooling Case Studies project to study the role of technology in school reform in 12 schools, part of an international project involving 30 nations

Gerald Fry (EdPA) Educational and learning reform in mainland Southeast Asia; privatization of higher education in Vietnam

Joan Garfield (EPsy) Assessing Statistical Literacy project to development assessment instruments to use in surveying adults' basic understanding of statistical terms and graphs used in everyday life and media, in U.S. and Israel; international research forum in Australia focusing on statistical literacy, reasoning, and thinking; co-author of book, *Research on Statistical Reasoning*, with others from Germany, the Netherlands, New Zealand, Israel, and the United Kingdom

Michael Hartoonian (C&I) Study and evaluation of the College of Graduate Studies program of curriculum and instruction at Kuwait University; civic education project involving the college, the College of Natural Resources, and the Hong Kong Institute of Education

David W. Johnson (EPsy) and **Roger Johnson** (C&I) Controversy (intellectual argument) studies with elementary-school-age students in U.S. and Canada; cooperative learning and training in Australia, New Zealand, Singapore, Hong Kong, Saudi Arabia, Lebanon, Spain, Italy, Germany, Norway, Sweden, Finland, Columbia, Chile, and Canada

Juergen Konczak (KLS) Parameters controlled by the nervous system to achieve limb coordination, with Universitat Essen, Germany; investigation of visual pathways showing disassociation between perception and action, with **Albert Yonas** (ICD) and Universitat Dusseldorf, Germany; sensorimotor development in artificial limbs, with University of Genoa, Italy

March Krotee (KLS) Youth sport and psychosocial development, including citizenship and nation-building projects in Kenya, Botswana, Mexico, Jamaica, Puerto Rico, Germany, and Uruguay; textbook on sport management recently published in Chinese

Jim Larson (KLS) and **Michael Wade** (KLS) Sponsorship of study group to Greece to research both ancient and modern Olympic Games at the International Olympic Academy

Leo McAvoy (KLS) American Indians/First Nations Sense of Place and Contested Terrain: A study of the historical relationship the Nuu-Chah-Nulth people of British Columbia and Washington state have both with the lands surrounding their communities and with the government agencies that control those lands, U.S. and Canada

Kevin McGrew (EPsy) Woodcock-Johnson International Edition intelligence test adaptation project that will provide psychologists in European countries with a contemporary test of intellectual functioning, Latvia, Slovakia, and Hungary

Gary McLean (WCFE) and **Karen Seashore** (EdPA/CAREI) Developing and strengthening educational leadership for the future in Kyrgyzstan; McLean and Yonglin Moon (visiting scholar) "The Role of HRD in Reducing Corruption in Korea" (book chapter); McLean and Maneewan Ajarn "The Role of HRD in Reducing Corruption in Thailand" (book chapter); McLean and Mussa Rabba, "An Islamic View of Globalization and HRD's Role in Supporting Islamic Values" (article)

Charles Nelson (ICD) Bucharest the Early Intervention project to examine the

effects of institutionalization on brain and behavioral development and to determine if foster care can remediate these effects

Michael Paige (EdPA) Civic education project involving the college, the College of Natural Resources, and the Hong Kong Institute of Education

Rosemarie Park (WCFE) Thailand-Minnesota exchange program involving K-12 teachers from Minnesota and private school teachers in Thailand and workshops on active learning and teaching English

Anthony Pellegrini (EPsy) Honorary professor at Cardiff University, Wales; research project in early literacy with Welsh children; traveling fellowship with the British Psychological Society

Shari Peterson (WCFE) Survey of HRD and ADED faculty to determine the nature of the profession, including positions, programs, workplace learning, instructional approaches, mentoring, and fulfillment, in Australia, Canada, Great Britain, New Zealand, and U.S.

Robert Serfass (KLS) and **Jo Ann Buysse** (KLS) Establishment of M.Ed. in sport management to begin in 2002 in cooperation with the American College of Greece in Athens

Karen Evans Stout (EdPA) Effects of non-academic routines in schools, particularly lunch-hour routine, on school culture and student behavior through comparative studies of public and private schools in U.S. cities and suburbs, and in other countries including Japan, Austria, Switzerland, Italy, France, Canada, and Mexico

Kyla Wahlstrom (CAREI), **Richard Beach** (C&I), **Donna Pearson** (WCFE), **John Romano** (EPsy) Action Research for Teacher Education (ARTE): Professional development of classroom teachers and school counselors in England, the Netherlands, Russia, and the U.S.

Albert Yonas (ICD) Studies of development of visual perception, with Michael Kavsek at the University of Bonn, Germany

Lewis, and Josef Mestenhauser Elena Shandar, Belarus, here for four months from September through December 2000 on a Fulbright, working with Josef Mestenhauser and Michael Paige

Young-Min Son, South Korea, here for one year beginning in March through Kangnung National University, working with Karen Seashore

EDUCATIONAL PSYCHOLOGY

Gabriela Lemini, Romania, here for five weeks pursuing personal research, working with Chris Espin
Yong-lin Moon, Seoul National University, here from September 2000 through August pursuing personal research while on sabbatical, working with Tom Skovholt

Hao Zhang, University of Hong Kong, here for one month in April pursuing personal research, working with Paul van den Broek

INSTITUTE OF CHILD DEVELOPMENT

Hans Koot, Erasmus University, Rotterdam, here for two months pursuing personal research while on sabbatical

WORK, COMMUNITY, & FAMILY EDUCATION

Juhee Park, South Korea, here for two years as a visiting research associate in family education, working with Jane Plihal

Hae-Sub Oh, Korea, here for two years pursuing comparative research in farm business management education, working with Roland Peterson

Dae-Koo Kang, Korea, here for one year researching distance education for agriculture teachers, working with Roland Peterson

Jeong Joo Kim, South Korea, here for two years pursuing research in youth development and youth work

Chihming Chang, National Dong-Hwa University, Taiwan, here to research principalship for school-based management and development of a learning organization by using the Internet



Cramer



Ferguson



Kaminsky



Noran



Bagley



Huffman-Nordberg

Appointed

Kathleen Cramer is a new associate professor of mathematics education in curriculum and instruction. She received two degrees from the University: a Ph.D. in mathematics education and a master's degree in educational psychology, learning disabilities. Prior to her appointment, Cramer taught in the College of Education and Graduate Studies, University of Wisconsin-River Falls. Her research involves collecting data on teachers' growth in math content knowledge.

Jeanine Ferguson began her appointment as coordinator of sponsored project development for the dean's office in January. Prior to taking the position, Ferguson worked as coordinator, office for research development, College of Liberal Arts. She received a Ph.D. in comparative literature, a master's degree in art history, and a bachelor's degree in philosophy, all from the University.

Raleigh Kaminsky became the college's alumni relations director in January. Kaminsky has been with the University for more than 30 years, receiving a bachelor's degree from the college, serving as executive secretary to the dean of continuing education and extension, and most recently was executive assistant for the College of Continuing Education.

Rebecca Noran joined the college in January as a communications specialist. She received a bachelor's degree from Macalester College, and has recently worked as an editor, writer, proofreader, designer, and nightclub archivist. She bartends Sunday nights at the Guthrie Theater.

Honored

David Chapman, professor of educational policy and administration, was awarded the 2001 Distinguished Teaching Award at the annual college recognition event on April 26 at the McNamara

Alumni Center/Gateway.

Canan Karatekin, assistant professor in the Institute of Child Development, was named one of fourteen McKnight Land-Grant Professors, 2001-03, for her work on the nature and development of normal cognitive processes and how they go awry in mental disorders.

Carla Tabourne, associate professor in kinesiology and leisure studies, received the Robert H. Beck Faculty Teaching Award given each year by the college's Alumni Society. See page 28.

Retired

Ayers Bagley, professor of educational policy and administration, is retiring May 27, after a 41-year career in the college. Bagley joined the faculty in 1960 as an assistant professor, became an associate professor in 1963, and has been a full professor since 1970.

Bagley holds a B.S. from Wayne State University,

Detroit, Mich., and both an M.S. and Ph.D. from Indiana University, Bloomington, Ind. Honors received while at the University include: exchange professor, Humboldt University, East Berlin, 1985, 1987; Stirling Maxwell Fellow (Emblem Book Studies), University of Glasgow, 1988; and the Beck Faculty Teaching Award, college Alumni Society, 1998. His research took him to Western Europe and the United Kingdom several months each year for most of his career.

Bagley initiated and organized the Emblem Studies Group, which produced two international conferences on word and image studies, including "The Telling Image: Explorations in the Emblem" in New York in 1996.

Bagley has taken leadership roles in the Society of Professors of Education and the North Central Philosophy of Education Society. He also has served

as director of the Education Iconics Project since 1976. In 1997, he and a technical staff launched the Web site “Virtual Museum of Education Iconics” at: education.umn.edu/EdPa/iconics.

Lujean Huffman-Nordberg, principal secretary in the Institute of Child Development (ICD), retired Dec. 31, 2000, after 19 years with the University. She started at the college in 1985, and has been highly valued as a long-term employee whose exemplary service and dedication made a strong contribution to ICD.

Besides working as the secretary for the director and four faculty, she also was assigned additional lecturers to support, assisted with curriculum scheduling, was the total support secretary for the Minnesota Symposium, maintained the Institute’s weekly calendar,

In Memoriam

Robert Borg, professor of music education, died March 6 in Minneapolis. He was a faculty member for 37 years.

Mary Klaurens, professor emerita of business and marketing education (WCFE), died March 3 in Richfield.

took care of specific faculty needs by distributing and monitoring various paperwork and preparing promotion and tenure materials, and took care of the appointment letters and materials to lecturers.

Richard Weinberg, professor and former ICD director, remembers what an amazing woman Huffman-Nordberg was to all the people at ICD. “We didn’t even know how to say goodbye to her,” he recalls. “She captures all the positive things that make this a good community.”

Initiatives

College achieves accreditation

After more than two years of preparation, the college hosted teams from the Minnesota Board of Teaching (BOT) and National Council for Accreditation of Teacher Education (NCATE) in November. Both teams filed their reports earlier this spring and the results are outstanding! We met all the standards established by the BOT and by NCATE, although NCATE cited the need to update our diversity plan and the lack of students and other members of the professional community on our college committees as weaknesses.

Despite these citations, both teams overall were very positive about our work in teacher education. The college’s Council on Teacher Education was cited as being a particularly strong group in leading collaborative efforts across departments. While the BOT review was required to meet state licensing standards, the NCATE review was a voluntary review to achieve national accreditation for our programs. NCATE is a coalition of 33 professional organizations of teachers, teacher educators, content specialists, and local and state policymakers representing more than three million individuals.

Agricultural and Food Sciences Academy

Minnesota’s first urban agricultural high school, the Agricultural and Food Sciences Academy, will open this fall with the help of partnerships with the college, University, Minnesota State Fair, and Minnesota’s agribusiness community.

Students of the college will be able to use the academy as a clinical school for observation and, along with students from other University departments, have opportunities to student teach there. Roland

Peterson (WCFE) served on the planning committee and will be the lead agriculture professor. The academy is working with faculty on the St. Paul campus to provide academy students with e-mentors and job-shadowing with professors and graduate students. College faculty also will be involved in helping to develop curriculum content for the academy.

The academy will be in the Capitol View Center, Highway 36 and Rice Street, Little Canada. It has a target enrollment of 150 to 200 ninth and 10th grade students and eventually hopes to serve 600 students in grades 9–12.

Almost 20 agricultural high schools are located in the U.S. “The purpose of this academy will not be to train farmers, but rather to meet the personnel needs of Minnesota’s extensive agricultural economy,” said Patrick Plonski, executive director of the Minnesota Agricultural Education Leadership Council.

For more information visit www.afsa.state.mn.us, call 651-415-5370 or e-mail dorismold@mediaone.net.

Diversity lecture series

A new lecture series titled “Diversity and

Multiculturalism in Higher Education” is being sponsored this year by the college’s Postsecondary Education Policy Studies Center (PEPSC), and co-sponsored by the Department of Educational Policy and Administration, General College, and the Office of the Associate Vice President for Multicultural and Academic Affairs of the University of Minnesota.

Josie Johnson, former University of Minnesota

Looking FOR A job?

Log on to our **Ed-Jobs-U-Seek** Web site at **jobs.coled.umn.edu** to find teaching and administrative openings in K-12 schools, higher education, and government and community agencies. Search listings in 28 job categories—no fees, passwords, or hassles. It’s fast, easy, and **free!**

regent and senior fellow in the college, gave the introductory lecture, “Challenges in Retaining Faculty of Color in Higher Education,” Sept. 14, 2000. With additional sponsorship and funding by other units on campus, 11 speakers have presented lectures to audiences of 15-75 participants. The series featured both local scholars as well as prominent national scholars such as Bill Tierney, University of Southern California; Sylvia Hurtado, University of Michigan; and Derald Wing Sue, California State University at Hayward.

Middle-school licensure

In an effort to better meet the needs of education professionals and their districts, the college has designed a program for educators who need a middle-school license as a result of the new state licensure rules. Delivered at a Minneapolis school site to 35 Minneapolis teachers, the program included three 2-credit courses: one in adolescent development, one in middle school programming, and one in instructional practices. The response to the program has been positive and the college is exploring opportunities to deliver the program in other areas of the state.

The U at the Legislature

In October, the University of Minnesota released its 2002-2003 biennial request for a \$221.5 million increase in state funding. In January, Gov. Ventura recommended only \$56.6 million for the University—slightly more than a quarter of what was requested.

In response to the governor’s budget, President Yudof is calling on University faculty, staff, students, and alumni to take action! The Governor’s proposal represents the third-lowest appropriation for the University in a non-recession year since 1945. For the University, it would mean a major retrenchment, primarily in staff reductions; it puts recent progress in undergraduate education at risk; and makes a double-digit tuition increase likely.

Senate Majority Leader Roger Moe has said he has concerns about the governor’s budget but that legislators need to hear from their constituents. It is imperative that you contact your representative and senator today. If you do not agree with the governor’s proposed funding for the University, tell them. Include your own thoughts on why the University is important to you, your community, and the state.

Legislators must hear that Minnesotans want something more than tax cuts. President Yudof has asked, “What kind of University do the people of Minnesota want?” Do you want a world-class university that educates Minnesota’s next generation of doctors, pharmacists, nurses, teachers, computer scientists, and entrepreneurs? Do you want a university that is affordable and accessible to all Minnesotans? Do you want a university on the cutting edge of technological developments in medicine, biology, and other emerging fields? If so, you must share this vision with your legislators and encourage them to fully fund the University’s biennial budget request.

To find your legislators and e-mail them, visit www.umn.edu/govrel and click on District Finder. For further information about the biennial budget request, please visit the same site: www.umn.edu/govrel.

See what summer on campus is all about!

Summer session at the College of Education and Human Development offers an ideal opportunity to take a break from the hectic pace of everyday life and grow personally and professionally. It's a chance to examine our myriad roles as teachers, counselors, sport managers, educational leaders, business professionals, and parents. It's also a time to explore new interests, further professional goals, and interact with other educators and students in a relaxed, supportive, and enriching environment.

This summer the college is offering a wide range of both innovative and traditional courses that will challenge your intellect and enhance your professional development. Topics include early childhood and family education; education and the workplace; the latest trends in sport and management; new technological applications for teaching and learning; academic and social needs of diverse learners; and leadership and management in education, business, and industry.

Middle school teachers will find courses in adolescent reading and writing, and teachers at all levels will have a variety of classes to choose from including innovative courses such as practitioner self-care. For an international perspective, try one of the college's numerous globalization and cross-cultural-themed offerings. Or sign up for a course at the annual Infant & Toddler Summer Institute offered by the Irving B. Harris Center in the Institute of Child Development.

As technology becomes a more common tool in both school and the workplace, courses in evaluating educational software and teaching via the Internet would be of interest to educators and other professionals.

Many courses are offered in convenient one- to eight-week sessions, making it easier to find a class that will fit your schedule.

So whether you would like to explore the geological history of the Twin Cities on foot (CI 5500, sec. 2), master the ins and outs of multimedia presentations (HRD 5628), or gain a greater understanding of current practices in conflict resolution (Epsy 5135), the college is the place to be this summer.

For additional information or to request a summer catalog, contact Continuing Professional Studies at 612-625-5060 or e-mail cps@umn.edu. To find out more about some of the college's ongoing local, national, and international initiatives, visit www.education.umn.edu/cps.





Yvonne Redmond-Brown
Alumni Society
president

When we travel as alumni of the University, we connect with our global neighbors. We have a major impact when we bring along our “maroon and gold spirit” while traveling.

I asked Alumni Society board members to share their global travel experiences with me. Wow! Did my eyes widen? Yes, because when I saw the number of countries and continents that they have visited (see below), I realized the possibilities for impact that we, as alumni, have when we use the training, experiences, and expertise we’ve gained at the U in our work with colleagues in other countries. -

College alumni travel internationally to make connections on personal and professional levels. The connections and relationships we build stay with us, so that when we return and share our travel experiences with other alumni we provide an educational benefit to our colleagues at home as well. -

We are committed as a board to communicating and supporting all of our alumni—no matter where they are in the world. That is one reason the Distinguished International Alumni Award was established five years ago. Bravo to all who have shared the message of the University through their international travels as alumni!

As you can see from the following list, alumni board members are actively involved in the concept of global outreach. As individuals we have traveled to these locations around the world: Austria, Canada, Jamaica, Korea, England, Ireland, Scotland, Germany, Switzerland, Sweden, Liechtenstein, Italy, Nigeria, Greece, Turkey, Japan, Belarus, Czech Republic, Australia, Kyrgyzstan, New Zealand, Denmark, Philippines, Mexico, Virgin Islands, Bahamas, Fiji Islands, Norway, Egypt, Jordan.

Send news of your travels both professional and personal for inclusion in the Alumni News section of *The Link* and for inclusion on the college Web site devoted to alumni news (www.education.umn.edu/alumni). Because as we all say when we haven’t seen someone for a while: “Where in the world have you been?”

PHOTO BY DIANA WATERS

1920s

Verna M. Carson (B.A., M.A., '27, education) died Oct. 5, at the Fairfax, Minn., Community Home. Her first teaching job was at Raymond, Minn., then in Carlton, Minn., where she served as dean of girls. Carson returned to the University to pursue a master’s degree. She was counselor and supervising head for residence halls at Eastern Michigan University in Ypsilanti where she worked for almost 30 years until she retired in 1970. After her retirement she moved back to Fairfax. Carson was an active member of her church and a member of the Order of the Eastern Star, trustee of the Fairfax Civic League, and was a life member of the Fairfax Depot Historical Preservation Association. She loved dogs and enjoyed writing short stories.

1930s

Alice Ann Holcher (B.S. '34, science education) died Jan. 20 on her 89th birthday. She grew up in Ironwood, Mich., and after receiving her teaching degree taught Latin and English in Ironwood and in Arlington, Minn. After marrying Donald Holcher, she moved

to Hopkins, Minn., where she was active in her church teaching Sunday school. She was a Camp Fire Girls leader and a volunteer for the elderly. Holcher was a lifetime member of the American Association of University Women, a longtime member of the League of Women Voters, and belonged to a number of writing groups and book clubs.

1950s

Hazel Heggen (B.A., '50, special education) died recently at the age of 85. Heggen served in the Women’s Army Corps during WWII. She was a longtime teacher at Michael Dowling School in Minneapolis.

Leo Nomellini, (B.A. '50, education), two-time Minnesota All-American football player, died Oct. 18 at the age of 76 from complications of a stroke. Nomellini became the San Francisco 49ers first-ever National Football League draft choice, picked 11th in the first round in 1950. He was inducted into the Hall of Fame in 1969. After he retired, Nomellini worked in the insurance industry for more than 30 years.

Jerry Tollifson (B.A., '50, art education) will be profiled in the 2001 edition of *Who's Who in the World*. Tollifson, who resides in Columbus, Ohio, is the former State Art Education consultant for the Ohio Department of Education.

1970s

Raleigh Kaminsky (B.S., '72, English education) was appointed alumni relations director for the College of Education and Human Development. Kaminsky previously worked as executive assistant in the dean's office of the College of Continuing Education. She has held several leadership positions at the University, including chair of the Civil Service Committee and co-chair of the Commission on Women's Civil Service and Bargaining Unit Women's Initiative. Kaminsky has been an active member of the campus community for 28 years.

Stan Mack (M.A., '77, educational psychology) was appointed superintendent of the Robbinsdale Area School District in September 2000. He serves as a committee member of the Alumni Society.

1980s

Barbara Tuckner (B.S., '79, recreation and park administration; M.A., '89, recreation, park, and leisure studies), an organization development consultant and former associate director of the Bush Educational Leaders' Program at the U, has been named the college Alumni Society representative to the UMAA national volunteer board.

1990s

Neil Melton (M.A., '90, education) is the executive director of the Minnesota Peace Officers Standards and Training Board.

Maureen Bridget O'Brien (M.A., '90, educational psychology), 57, passed away March 11 after a long illness. She enjoyed a rewarding career with the state of Minnesota.

Linda Orozco (Ph.D., '91, educational administration) has been elected to a two-year term as president of the California Association of Professors of Educational Administration at California State University, Fullerton. Her two books, *Perspectives: Educational Leadership* and *Perspectives: Educating Diverse Populations* are used nationally in the train-

ing of school administrators and teachers.

John Butts (Ph.D., '92, curriculum and instruction) has been appointed superintendent of the Grandville School District. He began his teaching career in Marshalltown, Iowa, in 1973, and served as director of educational services for the Twin Cities Educational Services Cooperative in Minneapolis from 1977-1983. He moved to Arizona in 1983, served as an elementary principal for three years in Tempe and three years in Scottsdale. He was an assistant superintendent in Scottsdale from 1989-1996, served two years as a private consultant, and in 1998 took the job as assistant superintendent in Grandville.

Jane Maland Cady (Ph.D., '94, education) has been awarded a Fulbright scholarship to teach and conduct educational evaluation in Brasil. She resides in Rockford, Minn., and is an independent educational consultant.

Patricia L. Rogers (B.S., '79, M.A., '82, Ph.D., '97, art education and instructional systems and technology) has been awarded a Fulbright Scholarship for spring 2001 to teach and conduct research in Reykjavik, Iceland. Rogers currently is an associate professor at Bemidji State University and recently served as interim system director of instructional technology for Minnesota State Colleges and Universities.

Recruiting stars!

Congratulations to the Alumni Society Board for winning first place in the UMAA's Recruitment 2000 campaign. The Society won \$2,500 for recruiting the most members overall (126), recruiting the most one-year members (30), and recruiting the most student members (80). Thanks to all of you who responded to the membership drive and helped UMAA reach its goal of 50,000 members.

If you're not yet a member, sign up today to begin enjoying all of the benefits of UMAA/Alumni Society membership. See page 31 for an application.

Preserving memories of a persevering mother

By ship, by train, by horse-drawn cart, the Halpern family moved from Romania to Minnesota at the turn of the 20th century. They came to America to keep their oldest son out of the czar's army. They did not know then what a large role the University of Minnesota would play in their lives.

Of 12 Halpern children, five graduated from the University, including two from the College of Education and Human Development. One of them was Frances Halpern Goldberg. Her children, Marvin and Miriam, also University graduates, are working to preserve her memory.

Frances was born Aug. 14, 1902, in Minneapolis. Her father worked as a fruit peddler, and her older brothers sold newspapers early in the morning before school. After 10 years the Halperns left Minneapolis to run a general store in Hebron, N.D. Eleven years later they moved back to Minneapolis.

Because they were the only Jewish family in Hebron,



Frances Halpern Goldberg, 31, with her two children, Miriam, 3, and Marvin, 6. Taken in 1933, possibly as a birthday present for Max Goldberg.

the Halperns encouraged their children to go away to college to meet other Jewish students. After a year in business college in Dickenson, Frances transferred to the University's College of Education. The switch from Hebron's wooden sidewalks to the big city was a culture shock for Frances, who came from a high school class of two.

While at the University, Frances met other Jewish students, including Max Goldberg. In 1926, the same year as two other Halpern weddings, Frances and Max were married in Minneapolis.

After graduation Frances tried to find a teaching job, but was rejected because she was Jewish. Following advice from a friend, Frances finally found a job teaching high school in Onamia, Minn., after saying she was Unitarian.

On Feb. 14, 1934, Frances passed away at the age of 31. "It was the first break of the Halpern chain and it was deeply felt by all members of the family. It was a sad time for all of us," says Tobette, Frances' younger sister. Frances

had been sick for two years before she died of peritonitis in the depth of the Depression with no hospitalization insurance and no antibiotics to combat infection. Although they only knew her as young children, Marvin and Miriam feel their mother made a mark in encouraging them to pursue education.

Marvin (M.D., '52, medicine)

The twelve Halpern children in descending height, not chronological order: Charles, Benjamin, Samuel, Saul (J.D., '24, law school), Bessie (Rebecca), Anna, Esther, Ruth, Frances (B.A., '24, education), Blanche (B.A., '27, education), Maurice (J.D., '32, law school), and Tobette (B.A., '33, library science). Taken in 1916 in Dickenson, N. D.



worked at Mt. Sinai Hospital, Minneapolis, and returned to the University in 1971, where he is an associate professor of radiology. Miriam (B.S., '52, education), now retired, taught for a year after graduation and then became a social worker. They both remember a crowded post-World War II campus “filled with all the returning GIs” and temporary buildings.

When researching her family’s past, Miriam tries to imagine herself in her mother’s situation. Her mother had “perseverance and ambition, she would really go for something,” says Miriam. “She decided she was going to go to college, and she was going to finish, and she was going to be a teacher. She did this, and the odds were really against her.”

To keep the family name and spirit alive, the two siblings created the Marvin E. and Miriam R. Goldberg Foundation. They have given to 43 charities in the last year, including the University’s medical, dental, and education schools in the name of each parent.

“I want to preserve the past, keep a strong sense of family,” says Miriam. “What it all boils down to is that’s all you’ve got left. Friends change over the years, but

One book, two book ...850 books!

Literacy Initiative and Alumni Society book drive a big success

The **Goldy Meets Cat in the Hat Book Drive**, February 26 - March 3, succeeded in collecting 850 children’s books, plus a \$5,000 donation from Barnes & Noble to be used to buy even more books for children.

The book drive was organized by the Literacy Initiative and the college Alumni Society in Barnes & Noble stores around the state. All books will be distributed by the Literacy Initiative to children working with Initiative tutors and to area schools.

A kick-off event at the Edina Barnes & Noble store on Feb. 26 featured Goldy; Judy Yudof, wife of Mark Yudof, U president; Margaret Carlson, UMAA executive director; and Jean Fountain, national president of UMAA.



PHOTOS BY GREG HELGESON

Top: Ruth Stewart ('43), Raleigh Kaminsky, Judy Yudof, and Yvonne Redmond Brown with Goldy.

Middle: Judy Yudof listens to a young book lover’s question.

Bottom: Margaret Carlson reads to an eager group of kids.

Alumni Society presents 2001 awards

Several distinguished students and alumni were honored April 5 with the Alumni Society's annual awards at the McNamara Alumni Center/Gateway.

This year, the Advanced Study Student Scholarship was awarded to two students. **Randa Ferreira**, M.Ed. student in the Teacher Leadership Program, spent three years in the Peace Corps, started a Montessori School in Brazil, taught English as a foreign language, and continues to teach in St. Paul. **Shari Mieczewski**, M.Ed./Initial Teacher Licensure student in second languages and cultures, has worked as a bilingual program assistant, AmeriCorps teacher, ESL tutor, and as a volunteer for human rights organizations.

The Initial Teacher Licensure Scholarship was awarded to **Nathan Ziegler**, who is studying for initial licensure and an M.Ed. in elementary education. Ziegler has worked as assistant program coordinator and lead teacher for Kaleidoscope, an after-school and summer program for inner-city children. He currently works as a research assistant in the Cooperative Learning Center.

The Excellence in Education Leadership Award, given each year by the University Council of Educational Administration, was presented to **William Sommers**, assistant professor at the Graduate School of Education, Hamline University. Sommers received a Ph.D. in educational policy and administration from the college, Ed.S. from St. Cloud State University, M.A. from the College of St. Thomas, and B.A. from the University of Northern Iowa. He was principal of Owatonna Junior High School and South High School, and has worked as a teacher, trainer, writer, consultant, and community volunteer.

Deborah Appleman received the Gordon M.A. Mork Outstanding Educator Award. Appleman, a professor, chair, and coordinator in the Department of Educational Studies at Carleton College, Northfield, Minn., received a Ph.D. in curriculum and instruction and a master's in secondary education from the college. She has held leadership positions on both the National and Minnesota Councils of Teachers of English, coordinated Carleton's

Summer Writing Program, and co-founded the Upper Midwest Critical Literacy and Literature Group.

The Larry Wilson Award was given to two recipients. **Jean Illsley Clarke** is director and founder of J.I. Consultants, where she designs and conducts self-esteem, parenting, drug abuse prevention, and team building workshops. Clarke received her undergraduate degree in home economics and family education from the University, a master's degree in human development from St. Mary's College, Winona, and an honorary doctorate of human services from Sierra University in California. Clarke has presented workshops all over the world and authored over 80 books, articles, newsletters, and training materials on topics of parenting, self-esteem, and small group leadership. She served on a planning team to combat racism in the Wayzata school district, and worked as a consultant for desegregation for public schools.

The other Wilson awardee, **Louise Sundin**, has been an education leader outside of school-based classrooms for more than 25 years. She holds undergraduate degrees from the University in language arts and speech and English, and a master's

degree in curriculum and instruction from the University of St. Thomas. Sundin has served as president of the Minneapolis Federation of Teachers, national vice-president of the American Federation of Teachers, first vice-president of the Minneapolis Central Labor Union Council, and founding member of the Teacher Union Reform Network. She is president, founder, and fundraiser for Dial-A-Teacher. Sundin is an adjunct professor in the College of Instruction and Educational Development at the University of St. Thomas.

This year, two students received the Larry Wilson Student Scholarship. **Toby Egan**, Ph.D. candidate in human resource development (WCFE), received a master's degree in training and organization development from the University. He has worked as a teacher, researcher, consultant, and author. **Julie Morales**, Ph.D. candidate in child psychology, is currently working as an adolescent group facilitator at La Familia Guidance Center in St. Paul.

The Robert H. Beck Faculty Teaching Award was awarded to **Carla Tabourne**, associate professor in kinesiology and leisure studies. Tabourne holds a B.A. from Bard College in dance and psychology,



Left to right: Louise Sundin, William Sommers; Abdulaziz Kamal; Yong-lin Moon; Charles Nichols; Randa Ferreira; Shari Mleczewski; JoAnne Buggey; Carla Tabourne; Nathan Ziegler (behind Tabourne); Deborah Appleman; Wade Clarke, son of Jean Illsley Clarke; Carmela Kranz; Toby Egan.

an M.S. from Herbert H. Lehman College of the City University of New York in therapeutic recreation and recreation education, and a Ph.D. from New York University in therapeutic recreation. Tabourne currently is serving on the faculty of the gerontology minor program, and is president of Plan For Play, Inc., Minneapolis.

The Distinguished International Alumni Award is presented jointly by the Alumni Society and the International Education Committee. This year's recipients are:

Abdulaziz Kamal received two degrees in educational psychology from the University: a master's degree in 1980 and a Ph.D. in 1984. His professional career has included teaching in the Department of Educational Psychology and Mental Hygiene at the University of Qatar, where he also has

served as director of the Educational Research Centre and is editor of the Centre's journal. This past year, he was appointed by the Emir of Qatar to the Gulf States Advisory Committee.

Yong-lin Moon currently is a visiting professor from Korea at the college. He received a Ph.D. from the college in educational psychology in 1987. His professional career has included teaching at King Sejong University and Seoul National University, and serving as head researcher at the Korea Educational Development Institute. Beyond the university setting, he has served Korea as Minister of Education, as well as on the Presidential Planning and Educational Commission. Moon's scholarly activities have included the translation of several books about moral development, as well as several research reports and publications on educational policy.

The Alumni Society also presented special awards to **JoAnne Buggey**, **Carmela Kranz**, and **Charles Nichols** to recognize their outstanding leadership and significant contributions to the University, the college, and its alumni. Buggey, an educational consultant, teacher, lecturer, and faculty member (C&I), received her undergraduate degree in elementary education from Macalester College in 1960, and from the University of Washington she received a master's degree in 1968 and a Ph.D. in 1971 in curriculum and instruction, social studies education. In conjunction with the America Reads project, Buggey requires all students in her Foundations of Education course to tutor in elementary classrooms two times per week. Last year, she established the JoAnne Buggey Endowed Fellowship in Elementary Education.

Kranz was the college's

liaison with the UMAA before an in-college alumni officer position was created in 1996. Her UMAA membership affiliation is through the college society. Kranz also served as director of outreach programs with the UMAA for more than 10 years. She recently was appointed associate director of development for special programs at the University Foundation.

Nichols received both an undergraduate and a master's degree in industrial arts from the University. He was appointed director of vocational, technical, and industrial education for the Minneapolis Public Schools in 1973, and has served as chairman of the Minneapolis Urban League and as a City Council member in Brooklyn Center. At the University, he has taught as adjunct professor in vocational education. After leaving the Minneapolis Public Schools, Nichols went into the construction business in the design, manufacture, and sale of aircraft hangars. He has served as a consultant to technical corporations and schools, and on numerous boards, including the UMAA, the Crystal Airport Association, and the Peace Makers Association. He was appointed chairman of the Metropolitan Airports Commission in 1999.

phi.lân.thrō.py

a celebration of giving



Lynn Slifer
director of
development

Making a difference—and matching your gift

Three donors well known to this college community have made gifts to establish endowed fellowship funds to support graduate student education.

In her 26 years as a faculty member in the college, JoAnne Buggey has touched the life of almost every student studying to be a teacher. Now, thanks to a new endowed fund she has established, the JoAnne Buggey Endowed Fellowship Fund in Elementary Education, she will continue to have a positive impact on the college's students.

Former Dean Robert Bruininks and his wife, Susan Hagstrom, have created an endowed fellowship fund to provide support for advanced graduate students studying educational policy and reform of educational and human service programs.

Amy Jean Holmblade Knorr, former faculty member in family education, has created the BAS-Knorr Endowed Fellowship for Family Education.

These funds will make a difference to the college. Raising support for graduate students is one of the college's top campaign priorities. Graduate students are an indispensable part of the intellectual fabric of a strong college and university. They conduct experiments and do field research, assist faculty in research and teaching, and help move ideas from the college to the community.

The recruitment of high-quality graduate students is key to ensuring that the college continues to remain highly ranked, a place of creative and thoughtful intellectual pursuit for faculty and students, and a breeding ground for new ideas and solutions to educational problems. But competition for the best students is intense. These gifts will strengthen our ability to recruit such students.

Not only will the college benefit from these new endowments but all of these gifts qualified for matching funds from the 21st Century Graduate Fellowship Endowment—effectively doubling the donors' contributions.

If you have an interest in supporting students and would like to learn more about this matching gift opportunity, please give me a call at 612-625-5511.

A handwritten signature in black ink, appearing to read "Lynn Slifer".

Estate gift will endow fellowships in elementary education

Beverly M. Goodsell has made a future gift commitment of \$500,000 to the college through her estate. When funded this gift will establish the Beverly Henningson Goodsell Endowed Fellowship Fund that will create an endowment to support graduate students who are studying elementary education.

An alumna of the college (elementary education '51, educational administration '54), Goodsell spent her career teaching elementary education and mentoring new teachers. She knows first-hand the breadth of knowledge and experience that is required



at the elementary level. She believes that “it is especially important for those students who are doing graduate work in elementary education to have the financial support they need, as the early years are so critical to a child’s education.”

New \$1 million gift for the Tucker Center

Almost 10 years after making a gift that led to the founding of the Tucker Center for Research on Girls & Women in Sport, **Dorothy McNeill Tucker** has made another generous gift commitment. She has established a \$1 million charitable gift annuity that will provide future funding for the Tucker Center Strategic Initiatives Endowment Fund. More specifically, this endowment will support such activities as seed funding for graduate student research, support for community partnerships, development and dissemination of research and educational projects and materials, and other innovative opportunities as they arise.

Tucker is a 1945 graduate of the college



with a bachelor’s degree in recreational leadership. In 1993 she celebrated her support of education innovation by making a gift commitment for the Eldridge Ashcroft and Dorothy McNeill Tucker Endowed Chair. The Tucker Center was established in 1995 and, as the only center of its kind in the world, examines how sports, recreation, and physical activity affect the lives of girls and women.

UNIVERSITY OF MINNESOTA ALUMNI ASSOCIATION MEMBERSHIP APPLICATION

First Name _____ Middle _____ Last _____

Address _____

City _____ State _____ Zip _____

Graduation Year(s) _____ College _____ Major _____

E-mail address _____

*Joint member name (indicate name changes) _____

*Joint member grad year/college/major _____

*Joint member e-mail _____

or indicate Friend of the University

NP1ED

Membership type:

- \$30 annual single \$75 three year single
 \$40 annual joint* \$105 three year joint*

\$4.80 of annual dues is allocated for a subscription for six issues of *Minnesota*.

Payment method:

- Check payable to UMAA Visa MasterCard AmEx

Credit Card Number _____

Expiration Date _____

Signature (all credit card purchases must be signed) _____

Send or fax to:

McNamara Alumni Center
 University of Minnesota Gateway
 200 Oak Street SE, Suite 200
 Minneapolis, MN 55455-2040
 612-624-2323, 800-UM-ALUMS, fax 612-626-8167

Mark Your Calendars!

The Alumni Society has many events planned for the coming year. For more information about these and other alumni society activities, please contact Betty Jo Johnson at 612-625-1310 or see the college Web site at www.education.umn.edu. For information on out-of-state events, please contact the UMAA at 1-800-UM-ALUMS.

(DATES SUBJECT TO CHANGE)

MAY

- 10** College commencement and reception with keynote speaker Janet Hagberg
- 15** Robert H. Beck Distinguished Lecture
- 21** Phi Delta Kappa Distinguished Lecture featuring Ann Masten

JUNE

- 7** College of Education and Human Development post-baccalaureate Spring Picnic
- 11** Start of summer session classes. Check out our course offerings online at education.umn.edu/catalogs/summer2001
- 29** University of Minnesota Alumni Association Annual Meeting featuring a grand finale to the University's sesquicentennial

celebration with a performance by the Minnesota Orchestra in Northrop Auditorium followed by a fireworks display over Northrop Mall and the Mississippi River

AUGUST

- 23** First day of Minnesota State Fair. Stop by the college's booth!

SEPTEMBER

- 4** Classes begin
- TBA** Alumni Day at the Dome

OCTOBER

- 18** Gopher breakfast reception at Education Minnesota Conference
- 19** Homecoming Celebrations
- 20** U of M Homecoming parade
- 20** U of M Homecoming game vs. Michigan

Alumni Society board meetings are held on the third Wednesday of each month (except July and December).